Component #1: Needs, Goals & Objectives

1)  Student identifies two existing data sources and one other approach for assessing student needs and describes how these data sources will be analyzed in order to identify needs and gaps in achievement.

A document analysis of student behavioral records uncovered that students who regularly turn in homework, essays and other assignments late have increased at Fort Dorchester High School over the past academic year. A survey of teachers revealed that 85% of teachers are concerned by the student’s lack of self-motivation and time management skills. A parent survey revealed that at 60% of parents do not regularly ask their student what assignments they have due for school, and 75% of parents do not know if or when a student misses an assignment deadline. When students practice time management activities and are motivated by teachers, coaches, or parents to be successful, academic performance improves. According to McLoughlin, et al, when parents and students work together, students get the support they need to become motivated learners (2003). According to Corey, students who practice effective time management, organization and balance have better academic performance than those students who do not (2012).

2) Student develops one overarching goal for the group program based on identified need; the goal aligns with the academic mission of schools.

The overarching goal for this group is to educate students about effective time management, organization and self-motivation study skills to ensure that all students have to tools to be academically successful.

3)  Student develops two measurable objectives for session #1 of the structured group program that supports the established goal (one school counseling content and one mathematics content).

Objective 1

After discussion about the importance of turning in assignments consistently, each student will create a weekly calendar detailing due dates for tests, quizzes and assignments to be initialed by teachers and returned at each session.

Objective 2

After drawing a picture of his/ her current study environment each student will work to create or locate a distraction-free study area where the student only focuses on school work for at least 1 hour 3 days per week.

4)  Student develops two measurable objectives for session #2 of the structured group program that supports the established goal (one school counseling content and one language arts content).

Objective 1:

After discussion about goal-setting, each student will keep a weekly journal about their educational and vocational goals, and will relate 3 weekly school activities or assignments to reaching those goals.

Objective 2:

Student will write a three paragraph narrative (200 to 500 word) paper about their strengths in time management skills and self-motivation skills. They will also explore how this will help them be successful through their high school career. This essay will have a deadline that must be met in order to successfully complete group counseling.

5)  Student briefly describes the importance of data-driven, needs-based programming that clearly aligns professional school counseling with the mission of schools.

Students in this group have proven to have difficulty with time management and self-motivation. Students also need to work on school assignments in a distraction free environment where focus and concentration can be attained. These study skills are essential to success in high school, college and career. This group will focus on enhancing these skills and will create students who are intrinsically motivated and that have excellent time management skills. This program is needs based because of parent and teacher’s expressed concern. Addressing the needs of students is crucial to the success of professional school counselors and the mission of the schools because educating and preparing students for college and career is the goal of high school counselors.

Component #2: Research- Supported and Standards-Based Content

1) Student provides step-by-step process and activities to be covered in session #1 (research for theoretical orientation and techniques required from at least one scholarly peer reviewed counseling journal, preferably ASCA’s journal, Professional School Counseling. Cite/attach handouts to be used.

Title of Session #1: It’s Study Time! Now What?

Brief Summary of Session: This session will focus on how students can create the best study environment. In this session, the group will discuss how to create a distraction-free study space and how to plan and manage study time.

Theoretical Orientation: Reality

Specific Group Technique: Psycho educational

Structure: This involuntary psychoeducational group is a six session closed group that will be six weeks in duration. Each session will be from 10-10:30 during freshman study hall and will be held in the multi-purpose conference room on Freshman Hall. This group will be offered twice per year, but can be offered more if needed.

Materials/ Media: Colored pencils, paper

Core ASCA Standard(s): ASCA Standard A.1, b. The professional school counselor is concerned with the educational, academic, career, personal and social needs and encourages maximum development of every student.

Core State Academic Standards: South Carolina Core State Standard A.8 The student, given a situation in a real-world context, will analyze a relation to determine

whether a direct or inverse variation exists, and represent a direct variation algebraically and graphically and an inverse variation algebraically.

Objectives:

Objective 1

After discussion about the importance of turning in assignments consistently, each student will create a weekly calendar detailing due dates for tests, quizzes and assignments to be initialed by teachers and returned at each session.

Objective 2

After drawing a picture of his/ her current study environment each student will work to create or locate a distraction-free study area where the student only focuses on school work for at least 1 hour 3 days per week.

Assessments: Observation

Procedures/ Instructional Strategy: Working

Homework/ Ownwork: In the next week create a more distraction-free study space and sketch the new space design using the techniques we discussed in today’s session.

2) Student provides step-by-step process and activities to be covered in session #2 (research support for theoretical orientation and techniques required from at least one scholarly peer reviewed counseling journal, preferably ASCA’s journal, Professional School Counseling. Cite/attach handouts to be used.

Title of Session #2: What drives me?

Brief Summary of Session: This session focuses self-motivation skills and techniques. This session is designed to identify student strengths. This session will help students identify what motivates them to be successful in the classroom by using critical thinking and writing skills.

Theoretical Orientation: Solution-Focused

Specific Group Technique: Questioning

Structure: This involuntary psychoeducational group is a six session closed group that will be six weeks in duration. Each session will be from 10-10:30 during freshman study hall and will be held in the multi-purpose conference room on Freshman Hall. This group will be offered twice per year, but can be offered more if needed.

Materials/ Media: Different colored highlighters, pens, paper.

Core ASCA Standard(s): ASCA Standard A.1, b. The professional school counselor is concerned with the educational, academic, career, personal and social needs and encourages maximum development of every student.

Core State Academic Standards: South Carolina Core State Standard: 9.6 The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes.

a) Generate, gather, and organize ideas for writing.

b) Plan and organize writing to address a specific audience and purpose.

c) Communicate clearly the purpose of the writing using a thesis statement where appropriate.

d) Write clear, varied sentences using specific vocabulary and information.

e) Elaborate ideas clearly through word choice and vivid description.

f) Arrange paragraphs into a logical progression.

g) Use transitions between paragraphs and ideas.

h) Revise writing for clarity of content, accuracy and depth of information.

i) Use computer technology to plan, draft, revise, edit, and publish writing.

Objectives:

Objective 1:

Student will keep a weekly journal about their educational and vocational goals, and will relate 3 weekly school activities or assignments to reaching those goals.

Objective 2:

Student will write a three paragraph essay about their strengths in time management skills and self-motivation skills. They will also explore how this will help them be successful through their high school career. This essay will have a deadline that must be met in order to successfully complete group counseling.

Assessments: Paper/ Essay and Journaling

Procedures/ Instructional Strategy: Working

Homework/ Ownwork: Keep a weekly journal about their educational and vocational goals, and will relate 3 weekly school activities or assignments to reaching those goals.

3)  Student identifies ASCA Standards and core academic standards covered in Session #1 and Session #2.

Session #1:

Core ASCA Standard(s): ASCA Standard A.1, b. The professional school counselor is concerned with the educational, academic, career, personal and social needs and encourages maximum development of every student.

Core State Academic Standards: South Carolina Core State Standard A.8 The student, given a situation in a real-world context, will analyze a relation to determine

whether a direct or inverse variation exists, and represent a direct variation algebraically and graphically and an inverse variation algebraically.

Session #2:

Core ASCA Standard(s): ASCA Standard A.1, b. The professional school counselor is concerned with the educational, academic, career, personal and social needs and encourages maximum development of every student.

Core State Academic Standards: South Carolina Core State Standard: 9.6 The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes.

a) Generate, gather, and organize ideas for writing.

b) Plan and organize writing to address a specific audience and purpose.

c) Communicate clearly the purpose of the writing using a thesis statement where appropriate.

d) Write clear, varied sentences using specific vocabulary and information.

e) Elaborate ideas clearly through word choice and vivid description.

f) Arrange paragraphs into a logical progression.

g) Use transitions between paragraphs and ideas.

h) Revise writing for clarity of content, accuracy and depth of information.

i) Use computer technology to plan, draft, revise, edit, and publish writing.

4)  Student discusses the importance of supporting theoretical orientations and techniques in school counseling prevention and intervention programs.

In creating structured group programs supporting theoretical orientations and techniques of school counseling is crucial because it works to uphold the standards of the profession. According to the ASCA’s Code of Ethical Standards a school counselor is concerned with the educational, academic, career, personal and social needs and encourages the maximum development of every student. Developing a comprehensive, theoretically sound, and goal-oriented program the students will have the opportunity to develop to their maximum potential.

Component #3: Ethical, Legal, Multicultural

1)  Student identifies ethical and legal considerations in group work with minors in the schools and those specific to this group program.

When working with minors in schools in group settings several considerations must be taken into account to ensure legal and ethical standards are being met. According to the ASCA four standards must be met when working with groups:

The professional school counselor screens prospective group members and maintains awareness of participants’ needs and goals in relation to the goals of the group. The counselor takes reasonable precautions to protect members from physical and psychological harm resulting from interacting within the group.

The professional school counselor notifies parent/ guardians and staff of group participation if the counselor deems it appropriate and if consistent with school board policy and practice.

The professional school counselor establishes clear expectations in the group setting that clearly states that confidentiality in group counseling cannot be guaranteed. Given the development and chronological ages of minors in schools, the counselor recognizes the tenuous nature of confidentiality for minors renders some topics inappropriate for group work in a setting.

The professional school counselor follows up with group members and documents proceedings as appropriate.

2)  Student creates a signed consent form to be distributed to parents of students prior to participation in group counseling to include limits to confidentiality in group work (attach as a supplemental form in LiveText for this section).

Attached.

3) Student identifies how the group program is culturally sensitive, describes how issues of conflict, bias, prejudice, oppression, and discrimination are to be addressed during group, and identifies strategies included in the group program that promote a positive, caring, and safe learning group environments.

This group program is culturally sensitive because it considers the culture of all its participants. According to Corey, multicultural group work involves attitudes and strategies that cultivate understanding and appreciation of diversity in such areas as culture, ethnicity, race, gender, class, ability/ disability, language, religion, sexual identity, and age (2012). Issues of conflict, bias, prejudice, oppression and discrimination will be addressed within the group not forcing their clients to fit within one counseling approach, by sending and receiving verbal and non-verbal cues appropriately, by consulting regularly with other professionals and by educating members of groups about the goals, expectations, legal rights, and alternative resources of the group.

4) Student discusses the importance of carefully considering issues related to ethics, legal, professional, and cultural significance in the group process from making group opportunities available and member selection to group termination.

Carefully considering issues related to ethics, legal, professional and multicultural sensitivity is important in the group process from group opportunities to group termination. It is important for a school counselor to recognize the significance and issues surrounding cultural bias, ethical and legal ramifications in group work. Informed consent and confidentiality are at the center of this issue. It is also crucial for school counselors to understand the psychological risks of groups, personal relationship issues with clients, issues with socialization among member, the impact of group leader’s values, working with diverse group members and uses and misuses of group techniques. Competence is the key to successful group counseling.

Component #4: Program Evaluation

1)  Student creates a pre-post measure for session #1 that includes only one multiple choice item for each session objective for a total of two items (one for the school counseling content and one for the core academic content).

Attached.

2)  Student creates a pre-post measure for session #2 that includes only one multiple choice item for each session objective for a total of two items (one for the school counseling content and one for the core academic content).

Attached.

3)  Student briefly describes the importance of program evaluation and outcome-driven programming in professional school counseling

Program evaluation is important because it gives counselors a measure of the effectiveness of the program. It also allows counselors to measure student competence and feelings about topic before and after group sessions. Program evaluations also give administrators proof that you are being effective in your programs. This is very important when administrators are considering you effectiveness and justification for your position.

Component #5: Scholarly Writing

References

American School Counselor Association (2005). The ASCA national model: A

framework for school counseling programs (2nd ed.). Alexandria, VA: American

School Counselor Association.

Corey, G. (2012). Theory and Practice of Group Counseling (8th ed.). Cengage.

McLoughlin, S.W., Campbell, B.K., Eagle, J.F., Howard, C.J. & et al. (2003). Student

motivation: A home remedy. Kappa Delta Pi Record, 39(3), 122.